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ABSTRACT

A study evaluated the effectiveness of the "Peer Hope Delegation," a peer counseling/helping training program in Guymon, Oklahoma, comprised of 22 high school students. Effectiveness of this program was examined by determining the number of times the teen counselors/helpers intervened with peers, the counseling concerns, whether the teen counselors/helpers had adequate information, and whether the teen needing help used the resource explained by the teen counselor/helper. Specific surveys were administered to the high school student population, the high school faculty and administration, the peer counselors/helpers, and the referral/sponsoring agencies. A total of 303 out of 376 students, 31 faculty and administrators out of 42, all 22 peer counselors, and all sponsoring agencies (the Area Prevention Resource Center sponsored by the Oklahoma Department of Mental Health, the Western Plains Shelter, and the Texas County Guidance Center) responded to their respective questionnaires. Results indicated that: (1) most students were aware of the peer program, thought the peer program members were effective or somewhat effective, would consider sharing a problem with a peer counselor/helper, and would consider applying for participation in the peer group; (2) the overall impressions from the faculty and administration were positive with a definite need for more information; (3) the peer counselors realized that some changes needed to be made and felt most peer counselors were truly concerned and informed teenagers; and (4) the overall impressions, received from the agency surveys were positive--the representatives of the agencies were well-informed, caring, and searched for ways to improve the peer program. Findings suggest that the most important overall improvement to the Peer Hope Delegation would be better communication among all parties. (Three tables of data are included: the four survey instruments and four appendixes of survey results are attached.) (RS)

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TEENS HELPING TEENS: A RESEARCH STUDY TO EVALUATE THE IMPACT

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Abstract

This research project examines a peer counseling/helping organization called the Peer Hope Delegation. Various current literature was examined on other peer helping organizations and current trends in these organizations. The Peer Hope Delegation, its sponsors, the high school faculty, and high school student body all participated in this survey research. Conclusions and recommendations are made for enhancing the current peer program and provide possibilities for future research.

Partial funding for this research project was provided by a grant from the Killgore Research Committee at West Texas State University, Canyon, Texas.

Teens Helping Teens: A Research Study To Evaluate The Impact

Teens today face many problems, challenges and pressures. Teen problems exist in every community and directly or indirectly affect all teens in all communities. Over the past ten years statistics have indicated rising drop out and truancy rates in schools, alarming juvenile crime rates in rural and urban areas, steadily climbing youth unemployment rates, serious increases in the number of teen pregnancies, AIDS cases, suicides, alcohol and other drug abuse. Additionally, many teens also must cope with family issues, school problems, low self-esteem, peer pressure, and stress. The need for effective consultation, skills training and the dissemination of factual information is necessary to help teens cope with these increasing pressures and to decrease the incidence of teen crisis.

In response to a demand by communities and schools interested in addressing these contemporary youth issues, peer counseling/helping programs have been developed and implemented across the nation. These peer programs, as explained by Tindall and Gray (1989), are based on a "philosophy that counseling skills are, in reality, human skills, and need to be taught to as large a number of nonprofessionals as possible" (p.15). Many professionals in the field of teaching and counseling believe that peer counseling/helping programs are one of the most powerful

ways of reaching and helping youths in the mass numbers (Benard, 1990; Kehayan, 1990; Tindall and Gray, 1989). The goals of these peer programs can be specific or broad based and include teens helping teens with information, resources, tutoring, group or individual discussions, leadership or any other interpersonal human relations of a helping or assisting nature. Ultimately, the broader based goals for these peer counselors/helpers are to act and react as positive forces in their communities.

The goal of this research project is to formally evaluate one of these peer counseling/helping training programs. This particular peer program is being conducted in Guymon, Oklahoma, is comprised of twenty-two high school students, and goes by the name the "Peer Hope Delegation". The Peer Hope Delegation (Ph.D.) is affiliated with the National Peer Helpers Association and is sponsored locally by three agencies: The Area Prevention Resource Center (sponsored by the Oklahoma Department of Mental Health), The Western Plains Shelter, and the Texas County Guidance Center. Participants in this program are teens who have been recommended by faculty, have been selected by their peers and have volunteered their time by applying for this program. They attend weekly training sessions presented by qualified counselors and personnel of the three sponsoring agencies and other professional guest speakers. In addition, a local high school "special education" teacher

also sponsors and works with this group in the weekly meetings. These teen counselors/helpers (Ph.D.'s) attend extensive counseling skills training and educational programs on contemporary teen issues. The skills learned help them to educate, intervene, and refer their peers in areas of crisis intervention. Patterson, one of the Ph.D. sponsors, states that Ph.D.'s are reaching their peers and community by:

> serving as a contact person for youths who need to "talk out" problems and concerns; serving as a referral network to professional counselors and community health agencies; serving as youth advisors for prevention programs and activities; serving as presenters in educational programs for both adults and youth. . . Ph.D.'s are responsible for attending training, participating in activities and maintaining a code of conduct which includes strict referral stands and confidentiality of information. (cited in Guymon Daily Herald, November 3-4, 1990, p. 12)

Although the Ph.D. group was loosely modeled on the peer program outlined in the book Peer Counseling: In-Depth Look At Training Peer Helpers by Judith A. Tindall and H. Dean Gray, this program is unique as is each peer program by different sponsorship, group dynamics, special needs, continued growth and development. Therefore, a formal tailor-made evaluation of this program was needed to guide

the sponsoring agencies and the teen participants to further enhance and develop the Peer Hope Delegation as a pro-active group of teen counselors/helpers in this community. This program was implemented in October, 1989, but to-date a formal evaluation of its effectiveness had not been performed.

The methods of analysis employed in this study are survey and observational in nature. The survey method has been implemented through written questionnaires to all high school students, all high school faculty/administration members, all teen counselors/helpers (Ph.D.'s) and all referral agencies involved. Additionally, the observational method was implemented through my attendance at several of the weekly training sessions for the Ph.D.'s.

The specific goal of this research study is to determine the effectiveness of this Teen Counseling/Helping Training Program by determining the number of times the teen counselors/helpers intervened with peers, the counseling concerns, whether the teen counselors/helpers had adequate information, and whether the teen needing help used the resource explained by the teen counselor/helper, if needed. In addition, this research project will determine if the current training methods for teen counselors/helpers are sufficient or need to be modified to obtain better results. And lastly, could this program be replicated?

Peer Counseling/Helping - What is it? - Why use it?

Tindall and Gray (1989) state that "peer counseling is defined as a variety of interpersonal helping behaviors assumed by nonprofessionals who undertake a helping role with others" (p. 5). In other words, peers are individuals who share common characteristics, experiences, life styles and values. Peer counseling/helping programs can include adults, teens, young adolescents or combinations of these groups. Some programs seek participants with concerns in particular areas of their lives (i.e., the Lawton Student Assistance Program, Lawton, OK) and other programs seek participants who just want to help others (i.e., the Portland Peer Project, Portland, OR). Many peer programs are dropping the term "peer counseling" in favor of the term "peer helping" as it more accurately describes the peer programs as shown by the name of the national organization, the National Peer Helpers Association. Although peer counselors/helpers assume a variety of roles, they are not used in place of licensed or certified professional or mental health practitioners, and often they become preventive agents who identify problems and support others in seeking necessary help from appropriate professionals (Kehayan, 1990; Mitchell, 1990). Peer training is designed to provide people with opportunities for learning, guidance, emotional support and growth. By helping others, the peer

counselors/helpers often make positive contributions to the lives of others, increase their own self esteem and enrich the quality of their own lives (Benard, 1990; Mitchell, 1990). Dawn Caballero, who heads Planned Parenthood's Teen Peer Educator Program recently said "Kids listen to kids. If you can educate teens, they can dispel a lot of misinformation" (Newsweek, January 1990, p. 36). Mitchell (1990) states that "adolescents talk most freely and listen to friends and peers when they are troubled" (p. 1). Two studies also have suggested that peer influence is stronger than the influence of parents or fear of legal sanctions (Necomb and Bentler, 1986; Finely, 1983). These statements and studies show a continued need for attention, participation, development, and on-going evaluation of peer programs to meet the needs of today's teens and to ensure the health of our communities for tomorrow.

Many peer counseling/helping programs have been implemented, however, few formal evaluations of these programs have been published to-date. One peer program evaluation of particular interest is the Lawton Student Assistance Program developed by Peggy Nelson and implemented in Lawton, Oklahoma. This program developed a "systematic effort to identify, refer and support students experiencing problems in their life that are interfering with their education and life development" (Nelson, 1990, p.2). Nelson states that four separate training/support groups were created for:

> (1) students wanting support for concerns not related to alcohol and other drug abuse, (2) students who are concerned about the chemical use of someone close to them--family or friend, (3) students who want more information on alcohol and other drugs or who want to look at their own use and how it may be affecting their life, and (4) students who at one time used alcohol or other drugs and no longer choose to do so. (Nelson, 1990, p. 10)

In addition to having four separate groups for training and support, this program met for one class period per week (alternating a different hour each week). More students could be trained/supported with four support/training peer groups, the students could join the group that addressed their special issues, and with the support of the school system for one alternating class period each week attendance was guaranteed. Results obtained by surveying the students and faculty were very positive and this program has been awarded many honors.

Anther formally evaluated peer program is the Portland Peers Project in Portland, Oregon. This peer program included both students and staff. Mitchell (1990) states that this program is "a comprehensive drug education program that serves students in grades 6-8 in all Portland (Oregon) middle schools, for the 1989-1990 academic year." (abstract) Findings presented show that the program established a

coordinated peer support system in the middle schools and achieved its expected effect of increasing middle school students' helping skills as measured by the Peer Helper Scale (i.e., survey).

Peer Hope Delegation - Surveys and Analysis

To evaluate the Peer Hope Delegation and its effectiveness, specific surveys were created for the high school student population (see Appendix A), the high school faculty and administration members (see Appendix B), the peer counselors/helpers (see Appendix C), and the referral/sponsoring agencies (see Appendix D). Before examining the results of the surveys, it is important to know that the Peer Hope Delegation was formed in October of 1989, and therefore, is a relatively new organization that has only two years of history. This school year (1991-92), is the third year of the organization. The following are the results of the surveys completed during November and December of 1991.

Student Survey Results

A total of 303 high school students responded of a possible 376 students. All students did not answer all questions. Percentages are based on the number of students that answered each question. The results of the student survey

by total population and by student classification (sophomore, junior, or senior) can be referenced in Appendix E.

Table 1 **Student Survey Recap**

1. 82% are aware of the peer counseling/helping program
   18% are not aware of the peer counseling/helping program
2. 49% know all or some of the peer group participants
   51% do not know the peer group participants
3. 67% think the idea of a student-to-student helping network is effective or somewhat effective
   09% think the idea of a student-to-student helping network is not effective
   24% have no opinion on the idea of a student-to-student network
4. 57% think the students in the peer program are effective or somewhat effective
   11% think the students in the peer program are not effective
   32% have no opinion on the students in the peer program
5. 74% might share a problem with a peer helper (yes or maybe)
   26% would not share a problem with a peer counselor/helper
6. 30% have had contact with a peer counselor/helper

70% have not had contact with a peer counselor/helper

7. 32% thought their contact with a peer helper was helpful or somewhat helpful

06% thought their contact with a peer helper was not helpful

62% had no opinion on contact with a peer helper

8. 15% had applied for participation in the peer group

85% had not applied for participation in the peer group

9. 75% would consider applying for the peer group

25% would not consider applying for the peer group

10. 54% think the peer program in their community is effective or somewhat effective

13% think the peer program in their community is not effective

33% have no opinion of the peer program

11. 62% think the number of student participants in the peer program should increase or stay the same

04% think the number of student participants in the peer program should decrease

34% have no opinion on the number of participants

12. 87% think additional peer groups might need to be established

13% do not think that additional peer groups need to be established

The data in Table 1 show that most students are aware of the program. Further analysis from the survey data shows that most students know of the program from school announcements of meetings, yearbook recognition and by student word-of-mouth. Of the students who are not aware of the program, most are sophomores. Students were split almost 50/50 on their knowledge of peer group participants. It is, however, important to note that the members of the peer group were never officially announced at school, so the information came from word-of-mouth, the yearbook or the newspaper articles. Again the largest number of students who stated they did not know the peer group members were sophomores. The majority like the "idea" of a student-to-student network and a majority also think the students in the peer program are effective or somewhat effective. Another positive sign is that 74% would consider sharing a problem with a peer counselor/helper. Only 30% had contact with a peer counselor/helper and further analysis shows that the majority of the contacts were by "personal friendship" with a peer group member. Other contacts with a peer group member with significant responses were for "getting help for a friend", "help for myself", or "information". Although few had applied for participation in the peer group, a majority responded that they might consider applying for it. Further analysis of responses on why they would apply, found most responding to "help others", "help myself", or "learn more about teen issues". (Note: The Peer Hope Delegation is

not "officially" sponsored by Guymon High School, so limited information has been disseminated at school.)

The overall impressions from the student survey are positive. Most students are aware of the peer group, think the students in the peer group are effective or somewhat effective, would consider sharing a problem with a peer counselor/helper, and would consider applying for participation in the peer group. The students do need more information on who are members of the peer group and more information on the peer group itself (history, goals, what training and information have peer group members learned/received). This is evidenced by the number of "no opinion" responses.

Faculty Survey Results

A total of 31 high school faculty and administration personnel responded of a possible 42. All faculty did not answer all questions. Percentages are based on the number of faculty that answered each question. The results of the faculty and administration survey can be referenced in Appendix F.

Table 2 Faculty Survey Recap

1. 94% are aware of the peer counseling/helping program
   06% are not aware of the peer counseling/helping program

2. 55% know all or some of the peer group participants
   45% do not know the peer group participants
3. 62% think the idea of a student-to-student helping network is effective or somewhat effective
   07% think the idea of a student-to-student helping network is not effective
   31% have no opinion on the idea of a student-to-student helping network
4. 40% think the students in the peer program are effective or somewhat effective
   10% think the students in the peer program are not effective
   50% have no opinion the students in the peer program
5. 79% might refer a student to a peer program participant
   21% would not refer a student to a peer program participant
6. 10% have recommended a student to a peer helper
   90% have not recommended a student to a peer helper
7. 19% thought their contact with a peer helper was helpful or somewhat helpful
   81% had no opinion on contact with a peer helper
8. 85% would recommend a student for participation in the peer group
   15% would not recommend a student for participation in the peer group
9. 36% think students apply for the group to help others

23% think students apply for the group to help themselves

16% think students apply for the group to learn more about teen issues (drug abuse, alcohol, suicide)

24% think students apply for the group for recognition

01% think students apply for the group for other reasons

10. 38% think the current peer program is effective or somewhat effective

10% think the current peer program is not effective

52% have no opinion of the current peer program

11. 47% think the Area Prevention Resource Center is effective or somewhat effective

16% have no opinion of the Area Prevention Resource Center

58% think the Texas County Guidance Center is effective or somewhat effective

03% think the Texas County Guidance Center is not effective

39% have no opinion of the Texas County Guidance Center

33% think the Western Plains Shelter is somewhat effective

03% think the Western Plains Shelter is not effective

64% have no opinion of the Western Plains Shelter

12. 36% think the number of student participants in the peer program should increase or stay the same

03% think the number of student participants in the peer program should decrease

61% have no opinion on the number of student participants

13. 72% think additional per groups might need to be established

28% do not think that additional peer groups should be established

The data in Table 2 show that most of the faculty are aware of the peer program. Further analysis from the survey data shows that most faculty members know of the program from the school announcements and from student word-of-mouth. As in the student survey, the faculty responses were split in their knowledge of the peer group participants. It is, however, important to note that the members of the peer group were never officially announced at school, so the information came from word-of-mouth, the yearbook or newspaper articles. Some positive signs are that the majority of the faculty members see the idea of a student-to-student network as effective or somewhat effective, would recommend a student for participation in the peer group, and would consider referring a student to a peer program participant although most (90%) have not yet recommended a student to a peer counselor/helper. The faculty members think students apply for participation for a variety of "helping" reasons and many think that additional peer groups

might need to be established. The faculty members need more information on who are members of the peer group and more information on the peer group itself (history, goals, skills training, agencies and process of referrals). This was evidenced by large percentages of "no opinion" responses to a number of questions showing a need for more information. The overall impressions from the faculty and administration survey are positive with definite need for more information.

Peer Counselors/Helpers Survey Results

A total of 22 peer counselors/helpers responded of a possible 22. The total peer counselors/helpers survey results can be referenced in Appendix G.

The first page of the Peer Counselor/Helper Survey was designed to be used as a "pre" and/or "post" survey to compare the trainee's feelings and attitudes prior to participation in the peer group and after participation in the peer group. Since none of the counseling/helping trainees had previously answered this instrument, all 22 trainees were given this pre/post test. The respondents answers were classified by their years participating in the group (first, second or third), see Appendix H. Overall, they feel competent of their skills (understanding, listening, information, trustworthyness, referral) and understand that their role is to support and direct peers. They are honest in admitting to limitations of their skills

and a difficulty in discussing certain topics. Their level of concern is high as is evidenced by their care to make the right decision. They were split on their knowledge of eating disorders, which has not yet been covered in their training sessions.

The second page of the Peer Counselor/Helper Survey assesses the effect the program has had on various aspects of the trainees lives. Overall, they agreed that the program had positive effects on their behavior, attitude, self-worth, communication, ability to cope, physical health, mental health, relations with their families, and their relations with other students. A few of the participants expressed somewhat negative responses to their ability to cope in stressful situations, their physical health, and their mental health. Although a supposition, this could be due to the burden felt by shouldering the problems/needs of peers and by the addition of the group meetings and helping to their already busy schedules. In the next section of the survey, the peer counselors/helpers evaluated the group and their fellow counselors and were very positive about the skills, and level of concern of the other counselors. The peer counselors/helpers were split on the issues of level of confidentiality of your fellow peer counselors/helpers, and how to deal with a member.who breaks the group's code of ethics. These are key issues, they require continual training and need to be enforced for the group to be

effective. Other issues with split positive and negative responses were the commitment of fellow counselors, the diversity of backgrounds of the counselors, the selection process for new members, and how the group deals with conflict. The majority also felt that the instructors and the overall skills training they had received were good.

The third page of the peer survey allowed for written comments to each question. All questions and responses can be seen in Appendix G. The following is a recap of the questions and principal responses, including the number of times that each response appeared. When asked in what situations they have counseled/helped their peers, the responses were as follows: for family and friends (15), for alcohol and drug abuse (7), for stress (6) and for suicide (4). When asked what they feel is their greatest strength in counseling/helping their peers, the principal responses were: listening (12) and understanding (6). In response to the question on their greatest weaknesses in counseling/helping their peers, the greatest number of responses were: knowing what advice to give (4), and availability/time to counsel peers (3). The issues on which they feel they need additional training are: suicide (8), alcohol and drug abuse (7), family and friend problems (5), eating disorders (4), AIDS (4), and stress (4). They feel the peer counseling/helping program's greatest strengths are expressed differently but all had the same general

sentiment: the ability to work as a group, help a great number of people, friendships made, and skills learned and shared. The peer counselors/helpers feel the program's greatest weaknesses are: lack of confidentiality and trust (13), and lack of commitment/attendance (5). For recommendations for improving the peer counseling/helping program they responded with: regulations on attendance and confidentiality (9), more participation and recognition in school and community activities (5), and more intense screening process for new members (3). Additional comments and suggestions can be read in Appendix G. The peers also rated the instructors/leaders from the sponsoring agencies and the majority felt that these people are committed to the group, effectively communicate the training materials, model positive counseling behaviors, and exhibit a genuine concern for the needs of the student participants. (More information on each instructor/leader's ratings can be found in Appendix G.) The overall impressions of the peer counselor/helper survey are that the organization is growing and evolving, and this is good. The members realize some changes need to be made (commitment, confidentiality) but that most are truly concerned and informed teens and would like to have the opportunity to have more involvement as peer helpers with the school and community to use the skills they are learning and to help others.

Referral/Sponsoring Agency Survey Results

A total of 5 responses were received of a possible total of 5. (Note: There are three sponsoring agencies, but 5 sponsors/responses as follows: 2 agencies have one representative each, one agency has 2 representatives and the high school has one representative.) The total referral/sponsoring agency survey results can be referenced in Appendix H.

Table 3 **Referral/Sponsoring Agency Survey Recap**

1. 100% think the peer program is effective or somewhat effective
2. 100% think the student participants in the peer group are effective or somewhat effective
3. 80% think the agency representatives co-sponsoring the peer program are excellent or good
   20% think the agency representatives co-sponsoring the peer program are fair or poor
4. 85% think the program components are excellent or good
   15% think the program components are fair or poor
5. 60% of the sponsors have helped/counseled 1-5 individuals outside training meetings
   20% of the sponsors have helped/counseled 6-10 individuals outside the training meetings
   20% of the sponsors have helped/counseled 16 or more individuals outside the training meetings

The data in Table 3 show the agency representatives unanimously responded that the peer program and the students in the program are effective. Another positive sign is the majority response given in favor of the representatives from the co-sponsoring agencies and the program components (see Appendix H for more information). In addition, the agency representatives counseled or helped the trainees most frequently on issues of "family and friend problems" and "drug and alcohol abuse". The agency representatives felt their greatest strength in dealing with the trainees "is good rapport, understanding and trust". Their greatest weaknesses in dealing with the trainees were varied from time issues ("need more time preparing" and "time to get to meetings"), and bonding issues ("need to see students more than once a week" and "commitment of student matching commitment of sponsor"). The areas in which they would like additional training are "any ongoing trainings to update their skills" and "more detailed referral information". The agency representatives feel the peer counseling/helping program's greatest strengths are the "variety of teens it reaches", the "relevant and informative trainings" they receive, and the "true commitment and concern for others shown by some participants". The agency representatives overhwhelmingly felt the peer counseling/helping program's greatest weaknesses are "confidentiality issues" and "lack of commitment of some participants". Their recommendations for improving the counseling/helping program are varied from

more "emphasis on attendance", a "more stringent screening process", to "better coordination between agencies". (All responses and additional comments and suggestions can be referenced in Appendix H). The overall impressions received from the agency surveys are positive. The representatives are well informed, caring and searching for ways to improve the peer program.

Conclusions and Recommendations

What, then, can we conclude from this research? Teens everywhere are exposed to a number of contemporary teen issues (drugs and alcohol abuse, stress, family problems, school problems, suicide, AIDS, eating disorders, etc.). Whether teens are from large or small communities, the pressures are increasing. The Peer Hope Delegation is an organization that is still in its infancy, but is growing and evolving, and shows real promise as being "part of the solution" instead of "part of the problem" for their community. The student population and faculty studied show good potential for use of this organization, but need more information in order to do so. Both had little information either on the organization or its members. The peer counselors/helpers are also maturing and evolving and realize their limitations, as nonprofessionals, but would like to be more involved with the school and community in peer helping roles. The peer counselors/helpers recognize

the need for change in their peer group as part of the process of evolution. In particular, requests for changes in the level of commitment/attendance and the level of confidentiality reoccurred throughout the survey responses. The instructors/leaders are also learning with the peer participants and adjusting instruction to the evolution of the group.

To enhance the effectiveness of the Peer Hope Delegation and further develop this organization and its usefulness, my recommendations are as follows: (1) Meet with faculty at the beginning of each school year to inform them of the organization's history, goals, current members, and planned trainings/meetings for the year, (2) Distribute a synopsis of each training/meeting along with a list of members that attended the training and the program presenters to the faculty so that they will be aware of the peer resources available and skill levels of the peer helpers, (3) Inform the student body of the peer group (its history, goals, current members, how to apply for membership, and confidentiality rules) at the beginning of each year so that students may be aware of the resources and have a better understanding of the whole process, (4) Inform the student body of the trainings/meetings that have taken place and peers that have attended the trainings so that they will be aware of the resources available. Again, this could be in synopsis form as a bulletin board item or school newspaper

item, (5) Revise the membership term for the Peer Hope Delegation to one year of a student's high school career so that more people may participate, (6) Invite a limited number of the peer participants (Ph.D.'s) from the previous year's membership to act as "trainers" or "guides" with the new group following their year of membership, (7) Establish disciplinary actions for breach of confidentiality and attendance standards, (8) Establish guidelines for the referral system that are understood by the participants, the student body, the faculty and sponsoring agencies, and (9) Establish regular meetings for the sponsors/instructors of the peer group for development of curriculum, addressing issues, and enhancing the program. Additionally, this program could easily be replicated today in other high schools or middle schools in the surrounding area served by the same participating referral/sponsoring agencies. As the curriculum becomes somewhat standardized, it could (and should) be published for other schools, agencies, or groups to provide a "pattern" or resource for developing peer counseling/helping programs in other areas.

Finally, all the recommendations listed above fall into one broad category of "communication". Specifically, the most important overall improvement to the Peer Hope Delegation, as seen by this researcher, would be better communication among all parties (faculty, students, peer helpers, and sponsors). This was most evident by the reoccurring

misconception from the student body and some faculty that being a member of this peer group meant that the participant did not endorse or participate in any harmful or negative issues or lifestyles, which is not true. The membership criteria, as expressed to me by the members and sponsors, is to be concerned for others and to be interested in learning to be a positive force in the community.

In light of these findings and recommendations, further research on the communication perspective and its role in the growth and development of this peer counseling/helping program and other programs like it is warranted. The Peer Hope Delegation is off to a good start. With improved communication and continued support and development of this peer counseling/helping program by all parties involved, the peer participants, student population, sponsoring agencies, educators and the community at large will benefit.

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APPENDIX A

STUDENT SURVEY

PEER COUNSELING/HELPING PROGRAM

Directions: Here are some questions about your local peer counseling/helping program. We would like to know your reaction. Please circle or check your response to the following questions.

Your Year In School: Sophomore Junior Senior

PROGRAM AWARENESS

(Circle One)

1. Are you aware of a peer counseling/helping program in your community. YES NO

If yes, through: (Please Check All That Apply)

___School Announcements
___Yearbook Recognition
___Radio/Television Programs
___Newspaper Stories
___Student Word of Mouth
___Teacher/Adult Word of Mouth
___Mini-Health Conference
___Special Event
___Other: (Please Specify)_____

2. Do you know who the peer counseling/helping student participants are in your school? YES NO

PROGRAM EFFECTIVENESS

3. Do you think the idea of a student-to-student network of peer counseling/helping is: Effective Somewhat Effective Not Effective I Have No Opinion

4. Do you think the student participants in your community peer counseling/helping program are:

Effective Somewhat Effective Not Effective I Have No Opinion

5. Would you share a personal problem with a student participant in your community peer counseling/helping program? YES NO MAYBE

6. Have you had contact with a peer counseling/helping student participant. YES NO

If yes, through: (Please Check All That Apply)

___Personal Friendship
___Help for a Friend
___Help for Myself
___Information
___Tutoring
___At the Request of an Adult/Teacher
___Special Event
___Other (Please Specify)_____

7. If you have had contact with a student participant in your community peer counseling/helping program, was the contact:

Helpful Somewhat Helpful Not Helpful I Have No Opinion

PAGE TWO
STUDENT SURVEY

8. Have you ever applied for participation in your community peer counseling/helping program? YES NO

9. Would you consider applying for participation in your community peer counseling/helping program? YES NO MAYBE

If yes, to: (Please Check All That Apply)
___Help Others
___Help Myself
___Learn More About Alcohol/Drugs, Teen Pregnancy, Suicide, AIDS, Etc.
___For Recognition
___Other: (Please Specify)_____

10. Do you think the current peer counseling/helping program in your community is: Effective Somewhat Effective Not Effective I Have No Opinion

PROGRAM GROWTH & DEVELOPMENT

11. Do you think the number of student participants in your community peer counseling/helping program should:
Increase Stay The Same Decrease I Have No Opinion

12. Do you think additional peer counseling/helping groups should be established in your community so more students could be trained? YES NO MAYBE

We would like to hear from you concerning possible growth and development of your community peer counseling/helping program. Please give us your comments and suggestions.

_____

_____

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_____

_____

APPENDIX B

FACULTY SURVEY

PEER COUNSELING/HELPING PROGRAM

Directions: Here are some questions about your local peer counseling/helping program. We would like to know your reaction. Please circle or check your response to the following questions.

PROGRAM AWARENESS

(Circle One)

1. Are you aware of a peer counseling/helping program in your community. YES NO

If yes, through: (Please Check All That Apply)

___School Announcements
___Yearbook Recognition
___Radio/Television Programs
___Newspaper Stories
___Student Word of Mouth
___Teacher/Adult Word of Mouth
___Mini-Health Conference
___Special Event
___Other: (Please Specify)_____

2. Do you know who the peer counseling/helping student participants are in your school? YES NO

PROGRAM EFFECTIVENESS

3. Do you think the idea of a student-to-student network of peer counseling/helping is: Effective Somewhat Effective Not Effective I Have No Opinion

4. Do you think the student participants in your community peer counseling/helping program are:
Effective Somewhat Effective Not Effective I Have No Opinion

5. Would you recommend/refer a student to a participant in your community peer counseling/helping program? YES NO MAYBE

6. Have you recommended/referred a student to contact a peer counseling/helping student participant? YES NO

If yes, for: (Please Check All That Apply)

___Information
___Tutoring
___Counseling
___New Student Orientation to School
___Other (Please Specify)_____

7. If you have had contact with a student participant in your community peer counseling/helping program, was the contact:
Helpful Somewhat Helpful Not Helpful I Have No Opinion

PAGE TWO
FACULTY SURVEY

8. Would you recommend a student for participation in your community peer counseling/helping program? YES NO

9. In your opinion, why do students apply for participation in your community peer counseling/helping program?

(Please Check All That Apply)
___To Help Others
___To Help Themselves
___To Learn More About Alcohol/Drugs, Teen Pregnancy, Suicide, AIDS, Etc.
___For Recognition
___Other: (Please Specify)_____

10. Do you think the current peer counseling/helping program in your community is: Effective Somewhat Effective Not Effective I Have No Opinion

11. What is your opinion of the effectiveness of the agencies sponsoring your community peer counseling/helping program?

The Area Prevention Resource Center
Effective Somewhat Effective. Not Effective I Have No Opinion

The Texas County Guidance Center
Effective Somewhat Effective Not Effective I Have No Opinion

The Western Plains Shelter
Effective Somewhat Effective Not Effective I Have No Opinion

PROGRAM GROWTH & DEVELOPMENT

12. Do you think the number of student participants in your community peer counseling/helping program should:
Increase Stay The Same Decrease I Have No Opinion

13. Do you think additional peer counseling/helping groups should be established in your community so more students could be trained? YES NO MAYBE

We would like to hear from you concerning possible growth and development of your community peer counseling/helping program. Please give us your comments and suggestions.

_____

_____

_____

_____

APPENDIX C

PEER COUNSELOR/HELPER SURVEY

Year in Program: First Second Third

Directions: Here are some sentences about Peer Counseling/Helping Skills. Please circle whether you **Strongly Agree, Agree, Disagree** or **Strongly Disagree** with each sentence.

PERSONAL SKILLS ASSESSMENT:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I understand the feelings of friends and students.	SA	A	D	SD
2. I listen carefully to what friends and students say.	SA	A	D	SD
3. I am a person who others really trust.	SA	A	D	SD
4. I talk more than I listen.	SA	A	D	SD
5. I have a hard time being honest with students and adults.	SA	A	D	SD
6. Friends and students listen to and trust my advice.	SA	A	D	SD
7. I do NOT feel I have the skills to help others.	SA	A	D	SD
8. When someone is angry, sad, or unkind, I want to change the subject.	SA	A	D	SD
9. I can give helpful information to students with school problems.	SA	A	D	SD
10. I have a hard time trusting adults.	SA	A	D	SD
11. I can give helpful information to students with family problems.	SA	A	D	SD
12. When people ask me for advice, I tell them what to do.	SA	A	D	SD
13. I know what to do if a friend talks about suicide.	SA	A	D	SD
14. I know I can be a good peer helper to all kinds of people.	SA	A	D	SD
15. I am NOT able to help friends with decisions.	SA	A	D	SD
16. When a friend has a problem, I know who can help handle it.	SA	A	D	SD
17. I can give help with drug, alcohol, and tobacco information.	SA	A	D	SD
18. I get tense when I hear problems of other students because I know I will NOT be able to help.	SA	A	D	SD
19. It is difficult for me to discuss certain topics with students.	SA	A	D	SD
20. I listen to a student's problem before I give advice.	SA	A	D	SD
21. When I make a decision, I worry if I made the right choice.	SA	A	D	SD
22. I know three people or places that can help a friend with a problem.	SA	A	D	SD
23. I share my experiences and ideas in helping others make decisions.	SA	A	D	SD
24. Friends and students trust me to keep secrets.	SA	A	D	SD
25. I can usually find a quiet time and place to talk with a student.	SA	A	D	SD
26. I know and can give factual information about contraceptives and sexually transmitted diseases.	SA	A	D	SD
27. I have a strong self-concept most of the time.	SA	A	D	SD
28. I can give helpful information to students about eating disorders.	SA	A	D	SD
29. I have factual information and share my knowledge of HIV and AIDS.	SA	A	D	SD
30. I can discuss and share helpful information with students on teen pregnancy and sexuality.	SA	A	D	SD

PROGRAM ASSESSMENT:

What is your response to the following sentences. Please circle your response.

What affect has the Peer Counseling/helping program had upon:	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative
1. Your behavior.	VP	SP	SN	VN
2. The behavior of others.	VP	SP	SN	VN
3. Your general attitude.	VP	SP	SN	VN
4. Your ability to communicate and express your feelings in a positive way with others.	VP	SP	SN	VN
5. Your feelings of self worth.	VP	SP	SN	VN
6. Your ability to cope in stressful situations.	VP	SP	SN	VN
7. Your physical health.	VP	SP	SN	VN
8. Your mental health.	VP	SP	SN	VN
9. Your relationship with members of your family.	VP	SP	SN	VN
10. Your relationship with other students.	VP	SP	SN	VN
11. Your ability to help friends and others who need assistance.	VP	SP	SN	VN
12. Your ability to find new, positive ways to deal with your problems.	VP	SP	SN	VN

What is your evaluation of:	Excellent	Good	Fair	Poor
13. The level of confidentiality of your fellow peer counselors/ helpers?	E	G	F	P
14. The level of skill of your fellow peer counselors/helpers?	E	G	F	P
15. The level of concern for others of your fellow peer counselors/ helpers?	E	G	F	P
16. The level of commitment of your fellow peer counselors/helpers?	E	G	F	P
17. The diversity of backgrounds of your fellow peer counselors/ helpers?	E	G	F	P
18. The selection process for new members.	E	G	F	P
19. How the group deals with conflict within the group.	E	G	F	P
20. How the group disciplines a group member who violates the group's code of ethics. (i.e. confidentiality, lack of attendance, etc.)	E	G	F	P
21. All of the trainers and instructors for your peer counseling/ helping group.	E	G	F	P
22. The overall skills training you have received.	E	G	F	P

PROGRAM ASSESSMENT CONTINUED:

How many of your peers have you counseled/helped with information you have learned from the trainings? (Circle One) **0** **1-5** **6-10** **11-15** **16-OVER**

In what situations have you counseled/helped your peers?_____

_____

_____

What do you feel is your greatest strength in counseling/helping your peers?_____

_____

_____

What do you feel is your greatest weakness in counseling/helping your peers?_____

_____

_____

With what issues do you feel YOU need additional training as a peer counselor/helper?_____

_____

_____

What do you feel are the peer counseling/helping program's greatest strengths?_____

_____

_____

What do you feel are the peer counseling/helping program's greatest weaknesses?_____

_____

_____

What recommendations would you make for improving the counseling/helping program?_____

_____

_____

Please give us any additional comments or suggestions concerning possible growth and development of your peer counseling/helping program._____

_____

_____

_____

_____

_____

INSTRUCTOR ASSESSMENT:

Please indicate the effectiveness of your program instructors by circling your response to the follow sentences.

I find Kristy Patterson:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disgree**
1. Effectively communicates training materials.	SA	A	D	SD
2. Models positive counseling/helping behaviors.	SA	A	D	SD
3. Exhibits a strong commitment to the peer counseling/helping program.	SA	A	D	SD
4. Exhibits a genuine concern for the needs of the student participants.	SA	A	D	SD
I find Paula Jones:				
1. Effectively communicates training materials.	SA	A	D	SD
2. Models positive counseling/helping behaviors.	SA	A	D	SD
3. Exhibits a strong commitment to the peer counseling/helping program.	SA	A	D	SD
4. Exhibits a genuine concern for the needs of the student participants.	SA	A	D	SD
I find Jill Olson:				
1. Effectively communicates training materials.	SA	A	D	SD
2. Models positive counseling/helping behaviors.	SA	A	D	SD
3. Exhibits a strong commitment to the peer counseling/helping program.	SA	A	D	SD
4. Exhibits a genuine concern for the needs of the student participant	SA	A	D	SD
I find Louis Johnson:				
1. Effectively communicates training materials.	SA	A	D	SD
2. Models positive counseling/helping behaviors.	SA	A	D	SD
3. Exhibits a strong commitment to the peer counseling/helping program.	SA	A	D	SD
4. Exhibits a genuine concern for the needs of the student participant	SA	A	D	SD
I find Cheryl Boyd:				
1. Effectively communicates training materials.	SA	A	D	SD
2. Models positive counseling/helping behaviors.	SA	A	D	SD
3. Exhibits a strong commitment to the peer counseling/helping program.	SA	A	D	SD
4. Exhibits a genuine concern for the needs of the student participant	SA	A	D	SD

APPENDIX D

REFERRAL AGENCY SURVEY

PEER COUNSELING/HELPING PROGRAM

Directions: Here are some questions about the peer counseling/helping program. We would like to know your reaction. Please circle or check your response to the following questions.

PROGRAM EFFECTIVENESS

1. What is your opinion of the effectiveness of the peer counseling/helping program?

Very Effective Effective Somewhat Effective Not Effective

2. Do you think the student participants in the peer counseling/helping program are:

Very Effective Effective Somewhat Effective Not Effective

3. What is your opinion of the effectiveness of the agency representatives co-sponsoring the community peer counseling/helping program?

The Area Prevention Resource Center

Program Organization and Planning:	Excellent	Good	Fair	Poor
Lesson Presentation:	Excellent	Good	Fair	Poor
Rapport with Students:	Excellent	Good	Fair	Poor
Commitment to Program:	Excellent	Good	Fair	Poor
Availability for Support/Supervision:	Excellent	Good	Fair	Poor

The Texas County Guidance Center

Program Organization and Planning:	Excellent	Good	Fair	Poor
Lesson Presentation:	Excellent	Good	Fair	Poor
Rapport with Students:	Excellent	Good	Fair	Poor
Commitment to Program:	Excellent	Good	Fair	Poor
Availability for Support/Supervision:	Excellent	Good	Fair	Poor

The Western Plains Shelter

Program Organization and Planning:	Excellent	Good	Fair	Poor
Lesson Presentation:	Excellent	Good	Fair	Poor
Rapport with Students:	Excellent	Good	Fair	Poor
Commitment to Program:	Excellent	Good	Fair	Poor
Availability for Support/Supervision:	Excellent	Good	Fair	Poor

4. What is your opinion of the following peer counseling training program components:

Training Materials/Content:	Excellent	Good	Fair	Poor
Membership Selection Process:	Excellent	Good	Fair	Poor
Funding Needs:	Excellent	Good	Fair	Poor
Group Size:	Excellent	Good	Fair	Poor
Meeting Location/Time:	Excellent	Good	Fair	Poor
Coordination Between Agencies:	Excellent	Good	Fair	Poor
Referral System:	Excellent	Good	Fair	Poor

APPENDIX E

Classifications Total Respondents (303)	Seniors 101		Juniors 75		Soph. 112		No Category 15	
	Y	N	Y	N	Y	N	Y	N
1. Are you aware of a peer counseling/helping program in your community?	82	17	65	10	90	21	10	5

TOTAL YES = 247
TOTAL NO = 53

School Announcements	= 208
Yearbook Recognition	= 100
Radio/Television	= 47
Newspaper	= 61
Student Word of Mouth	= 121
Teacher Word of Mouth	= 66
Mini Health Conference	= 60
Special Event	= 40
Other	= 16

	Y	N	S	Y	N	S	Y	N	S	Y	N	S
2. Do you know who the peer counseling/helping student participants are in your school?	51	43	5	39	33	2	42	67	2	4	9	1

TOTAL YES = 136
TOTAL NO = 152
TOTAL SOME= 10

	E	SE	NE	NO	E	SE	NE	NO	E	SE	NE	NO	E	SE	NE	NO
3.Do you think the idea of a student to student network of peer counseling/ helping is:	23	39	14	22	14	37	7	16	31	44	4	33	4	8	1	2

TOTAL EFFECTIVE = 72
TOTAL SOMEWHAT EFFECTIVE = 128
TOTAL NOT EFFECTIVE = 26
TOTAL NO OPINION = 73

Classifications Total Respondents (303)	Seniors 101				Juniors 75				Soph. 112				No Category 15			
4. Do you think the students participants in your community peer counseling/ helping program are:	E	SE	NE	NO	E	SE	NE	NO	E	SE	NE	NO	E	SE	NE	NO
	17	42	15	26	4	34	9	27	19	45	8	39	1	8	3	3

TOTAL EFFECTIVE = 41
TOTAL SOMEWHAT EFFECTIVE = 129
TOTAL NOT EFFECTIVE = 35
TOTAL NO OPINION - 95

5. Would you share a personal problem with a student participant in your community peer counseling/ helping program?	Y	N	M	Y	N	M	Y	N	M	Y	N	M
	14	26	57	7	24	41	13	22	74	0	4	11

TOTAL YES = 34
TOTAL NO = 76
TOTAL MAYBE = 183

6. Have you had contact with a peer counseling/ helping student participant?	Y	N	Y	N	Y	N	Y	N
	36	62	28	47	22	89	4	11

TOTAL YES = 90
TOTAL NO = 209

Personal Friendship	= 80
Help for a friend	= 18
Help for Myself	= 9
Information	= 12
Tutoring	= 2
At Request of Teacher	= 3
Special Event	= 9
Other	= 6

Classifications Total Respondents (303)	Seniors 101				Juniors 75				Soph. 112				No Category 15			
7. If you have had contact with a student participant in your community peer counseling/helping program, was the contact:	H	SH	NH	NO	H	SH	NH	NO	H	SH	NH	NO	H	SH	NH	NO
	11	7	4	39	5	12	5	30	7	12	1	37	0	3	1	5
TOTAL HELPFUL = 23 TOTAL SOMEWHAT HELPFUL = 34 TOTAL NOT HELPFUL = 11 TOTAL NO OPINION = 111																
8. Have your ever applied for participation in your community peer counseling/ helping program?	Y		N		Y		N		Y		N		Y		N	
	11		79		17		58		14		95		1		12	
TOTAL YES = 43 TOTAL NO = 244																
9. Would you consider applying for participation in your community peer counseling/helping program?	Y	N	M		Y	N	M		Y	N	M		Y	N	M	
	37	23	31		26	23	30		47	26	35		3	2	8	
TOTAL YES = 113 TOTAL NO = 74 TOTAL MAYBE = 104																

Help Others	= 131
Help Myself	= 70
Learn More About	= 106
For Recognition	= 17
Other	= 5

(Total Non classified surveyed 15; non classified comments 1)

Have a peer counseling meet all day long.

(Total Sophomores surveyed 112; total Sophomore comments 38)

Its good.

We should have a day of peer counseling/helping program.

Maybe I don't know what community peer counseling/program is about, give a definition of the program.

I have never heard of this program.

I think the program should be "advertised" around school to let the students know there are people who can help and they can trust.

Contact more students.

I think that the peer counseling/helping group should be talked up more. Not many students are aware of exactly what it is the PHD does so they don't go for help.

I think we could go and help people younger than us that don't know any better.

I have heard of a peer counseling group but I'm unaware of this program at all. I would like to be informed of this program and its activities. Please. Thank you.

Approach kids at school, place items in the locker, give pencils with motto's on drugs and alcohol, give papers out to homes and in mailboxes, put in newspaper.

What do they do? Where are they? Do you have literature? How can one contact them?

I believe this program is very helpful there are some things students aren't willing to tell parents as well as some things adults don't understand because they never dealt with us where as other students have.

I believe the Peer Counseling group in Guymon should not be run so much on opinion. I also feel that the group should advertise more by having a hotline or something so that more people would be aware of this program and could use it to their advantage.

I think that the peer counseling/helping program is very important in our community. All the help we can get is wonderful. I would like to see more involvement in the peer counseling/helping program.

Don't make all the rich kids peer counselors because they haven't really seen or heard of half the stuff they really do talk about, they haven't been out there experiencing it!

Don't make all the preps and the teachers kids peer counselors because not all of them have experienced it.

Don't make all preps peer counselors, teens feel stupid if they have to tell their problems to a rich kid, with good looks, a job, a boyfriend/girlfriend. Teens would feel uncomfortable.

Don't make all the preps counselors because other teens feel uncomfortable around them because they haven't experienced any of it.

I think that adults could be peer counselors too, because adults have problems with drugs and alcohol.

Hear about it a little more. What is going on with them.

I think the group should come to the students.

I don't think we need a peer counseling/helping program.

Some of those in peer counseling need some counseling themselves!!

The students in peer counseling should be named so the students know who to see.

Increase the program.

I don't know anything about it to voice my concerns.

I don't know. Would you like to tell us more about it? But let me understand what you're saying cuz I don't understand this program. Thank You !!!

I don't know what its all about and I could not tell you. But I have lots of problems in my life. I have several right now but I wouldn't talk to someone who probably don't care who I am and what I feel like.

I think that it is a neat organization and should keep going.

I think you should train more people and have it in the announcements more often about how to get in and where to go when you need someone to talk to.

Don't just pick the popular ones, their probably the ones who need the most help through drinking and everything else. Maybe you pick them cuz they're more experienced . I have no idea!

I think it is great to have peer counseling/helping program so it will help our community. So we can try to help people not to take drugs and drink.

We hear about peer counseling in the announcements and in newspaper articles. I have not yet seen a counselor in action.

I maybe wouldn't say establish more groups but make it more available.

It may help some students out by being able to talk to peers but for others they may be embarrassed or afraid to talk to peers. Something needs to be done to reduce suicide attempts!

I think that it shouldn't be all the popular kids in these things. They should have kids who have really been through a lot. I know I won't go to one of these because I want to talk to someone who has seen friends taking drugs, friends dying, and been through it all. I think they would be the most help. Also just because your an "A" student doesn't mean that they can help us. Think about it!

I really don't know much about it, but if it could show kids that its fun and exciting, that drugs and alcohol aren't everything. Show them ways to have fun without putting too much babyish or boring stuff in it. Kids like to have fun and they think the only way how to have fun is to get drunk every weekend. We should try to change that to the best of our abilities. Then, things will pick up and start changing.

I think it is good because it is giving the people with problems a second chance in Life. It helps students to be more open and receive help if needed.

(Total Juniors surveyed 75; total comments 25)

I think that more people should be involved and trained, because it would then affect more people.

They need to show who is in peer counseling, some people don't know who they are.

I think more guys need to be in the group. It is hard for people to go talk to girls. I would also like to join.

I think it can be very effective but a lot of the times the people who need to talk to some one go unnoticed.

I really don't know what changes or additions are needed (if any are needed at all).

I like the peer counseling is good for people everywhere.

If more people were involved in the program. There would not be as many or as much gossiping and backstabbing.

I just feel that everyone needs peer counseling and they shouldn't choose such an elite few.

They should advertise better so just in case someone didn't know what to do in a hard situation this might help them.

I think the requirements are too high. Maybe you should lower them!

I think that the more people helping others we can change a lot of things in our community.

Explain how delegates are chosen. Is it from a panel of kids that say whether a person is good enough to be in the group? Or is it if you are a personal favorite of the leader.

I know of people who have tried out who deserve the chance of being a PHD. More people should be allowed the chance to belong to Ph.D.'s.

I feel the group is an organization built on the basis of who you are. Anyone should be eligible to help others if they feel they are qualified. I hear all our group is doing is gossip and backstabbing because the group is "confidential". My feelings toward the group are - who are the five judges to say we aren't good enough for their group. There are people who would be an asset to your program that will no longer turn in an application because they would not want to be associated with it. Thanks for listening to what we have to say.

I would like to know how you choose your students. I have heard a lot of gossip about how your group chooses the students to be

involved. I tried out last year and I personally don't think you should have other students choosing other students for the group. I think there is a lot of "I don't like him/her" so they won't get in it!!!

Good Job!!

I think the program should do more to help all students, not just the people participating in the program.

I think more people should be selected. I have applied, but was rejected. I feel that this is an effective group, and I would like to be a part of it.

The peer counseling does nothing to help the students. If they aren't going to help, get rid of it.

Explain Program Please!

Tell us what the program is about.

It makes no sense to me on the way it's done. Please explain it's meaning. I would not trust more than 2 of the current counselors.

I really don't have any comments or suggestions. All I can say is I think the peer counseling/helping program is the best thing in this school. This might help drug users stop doing drugs.

I think that all students that are in peer counseling should have to reapply every year and not just let the people that are already in it stay in it. How does one know if just because a person gets picked one year (and gets the advantage to stay in it till be graduates) doesn't mean that he in going to care the rest of the years. Are the people really picked by their qualifications or by other means?

It needs to get more people into it so more people know about it.

All I have heard is that they meet and gripe about a lot of things. I have not seen the results of this group. I do not think that the system of getting in should be judged by the students because it is just a popularity/friendship contest.

Suggestion: make it more announced to the student body (info about what it is and how it works) Allow more people to be in the program (dedicated individuals of coarse.)

I feel the student from GHS on PHD are a bunch of phoneys. You cannot confide in them because everything said gets out. The so called leaders of PHD are the main kids out doing what the group is organized not to do!

I don't believe the group is run very well. People are saying things that are not suppose to leave the meeting. The people in the group most all drink and have problems, but when they are there they act perfect.

I do not really know what peer counseling is and I think that our community should advertise more and let the students know they are there.

More social activities could be included in school. Need to be recognized. Need to speak out.

Some are not very good people in the group - some are - some aren't. Picking and choosing needs to be more selective. Oh well.

I would like to have more for slow people to learn, like fast people could catch on easier.

No one really knows what peer counseling is. We hear about applications and meetings but that is the extent of my knowledge of the peer counseling group. If you are going to have this type of group I think you need to get it more involved with the school, not just your own personal meeting. I thought the drug bust was a good idea. Need more involvement like that!

I think that it should stay as is. The PHD delegation is doing all possible to help people in our community. It's the people that aren't helping that destroy others. People should bet involved to see how drug, alcohol, suicide, etc. affect our community.

I don't even know that they <u>do</u> anything. I know about them and I hear about them, but I don't know anything they are doing. May be ya'll should explain what you do and give suggestions on how a student should go about seeking help.

I think the peer counseling group should expand to reach a wider group of people. I also think they should do more activities to involve more of the high school student body.

wonderful idea and I'm really disappointed that they cancelled it.

If you're trying to help other students through this program more should be let in. Many don't understand what PHD's are all about. This should be for everyone. Honestly, its just friends helping friends - it will always stay that way, but it sounds like a good way to learn.

Peer counseling is an excellent program, even though I have had no contact with peer counseling, it is for a good cause and I am all for it.

I think that some of the PHD's are hypocrites. I personally probably would have a hard time talking to them because I am not sure they would keep it confidential. I am sure that they are learning a lot for themselves, but not telling others about it.

I think we need to learn more about the PHD's and what they do. Many students don't know about the PHD program. We also need to learn how they can help us if we have a problem.

People don't know enough about what is going on with this counseling group.

APPENDIX F

Total Respondents 31

---

1. Are you aware of a peer counseling/helping program in your community?

TOTAL YES = 29
TOTAL NO = 2

School Announcements	= 29
Yearbook Recognition	= 7
Radio/Television	= 3
Newspaper	= 8
Student Word of Mouth	= 13
Teacher Word of Mouth	= 6
Mini Health Conference	= 6
Special Event	= 5
Other	= 0

2. Do you know who the peer counseling/helping student participants are in your school?

YES = 13
NO = 14
SOME= 4

3.Do you think the idea of a student-to-student network of peer counseling/helping is:

EFFECTIVE = 6
SOMEWHAT EFFECTIVE = 12
NOT EFFECTIVE = 2
NO OPINION = 9

4. Do you think the students participants in your community peer counseling/helping program are:

EFFECTIVE = 4
SOMEWHAT EFFECTIVE = 8
NOT EFFECTIVE = 3
NO OPINION - 15

5. Would you recommend/refer a student to a participant in your community peer counseling/helping program?

YES = 9
NO = 6
MAYBE = 14

6. Have you recommended/referred a student to contact a peer counseling/helping student participant?

YES = 3
NO = 28

Information	1
Tutoring	3
Counseling	2
New Student Orientation to School	0
Other	0

7. If you have had contact with a student participant in your community peer counseling/helping program, was the contact:

HELPFUL = 2
SOMEWHAT HELPFUL = 2
NOT HELPFUL = 0
NO OPINION = 17

8. Would you recommend a student for participation in your community peer counseling/helping program?

YES = 23
NO = 4

9. In your opinion, why do students apply for participation in your community peer counseling/helping program?

To Help Others	= 21
To Help Themselves	= 13
Learn More About	= 9
For Recognition	= 14
Other	= 1

10. Do you think the current peer counseling/helping program in your community is:

EFFECTIVE = 4
SOMEWHAT EFFECTIVE = 7
NOT EFFECTIVE = 3
NO OPINION = 15

11. What is your opinion of the effectiveness of the agencies sponsoring your community peer counseling/helping program?

THE AREA PREVENTION RESOURCE CENTER
EFFECTIVE = 4
SOMEWHAT EFFECTIVE = 10
NOT EFFECTIVE = 0
NO OPINION = 16

THE TEXAS COUNTY GUIDANCE CENTER
EFFECTIVE = 3
SOMEWHAT EFFECTIVE = 15
NOT EFFECTIVE = 1
NO OPINION = 12

THE WESTERN PLAINS SHELTER
EFFECTIVE = 0
SOMEWHAT EFFECTIVE = 10
NOT EFFECTIVE = 1
NO OPINION = 19

12. Do you think the number of student participants in your community peer counseling/helping program should:

INCREASE = 3
STAY THE SAME = 8
DECREASE = 1
NO OPINION = 19

13. Do you think additional peer counseling/helping groups should be established in your community so more students could be trained?

YES = 5
NO = 8
MAYBE = 16

COMMENTS AND SUGGESTIONS

(Total Faculty surveyed 31; total Faculty comments 11)

REOCCURRING IDEAS

NEED MORE INFORMATION ON GROUP = 9
PEER COUNSELING IS A GOOD CONCEPT = 3
STUDENTS WON'T LISTEN TO THOSE WHO DRINK, ETC = 1

I do not know very much about what they do and have not heard if they are helping anybody. I have no opinion on some of these questions but have heard that students will not listen to those that drink and tell them (the students) not to drink! I have no answer to how to choose them but the students know who does and who doesn't.

I have not been here long enough to properly evaluate the program. I believe the concept is a good one.

I need more information about the program, its goals, guidelines, who heads the program, etc.

When this program was first developed, I asked several participants to explain the purpose/intent to me. They could not. I think this year I know the goals but I don't know how the organization functions, how participants are selected, trained and function.

I think the ideas is great and maybe once the community begins to get used to the program - it will begin to grow.

I don't have enough knowledge in this subject area to voice an opinion.

I have heard no positive or negatives. The concept is good, I think, but I think there should be extensive training and a very careful selection. I question whether the students' judgement can be evaluated to the point of determining their trustworthiness.

I'm not familiar with specific counseling successes. I do feel that some of those involved are involved in too many activities; therefore, some participate for recognition and are probably not available for counseling needs. This is just speculation on my part.

What really do they do? Who do they help? Who can be involved? I really don't know.

I think that teachers should be more informed of the kinds of help and counseling available. They should also know which students are peer counselors and their areas of expertise or training. I wouldn't have a problem recommending a knowledgeable student as a tutor, but how can I recommend someone as a peer

APPENDIX G

Year In Program Total Peer Counselor/Helpers (22)	Third 1	Second 14	First 7
1. I understand the feelings of friends and students. Strongly Agree = 6 Agree = 16	SA A D SD 1	SA A D SD 3 11	SA A D SD 3 4
2. I listen carefully to what friends and students say. Strongly Agree = 7 Agree = 14 Disagree = 1	SA A D SD 1	SA A D SD 5 9	SA A D SD 2 4 1
3. I am a person who others really trust. Strongly Agree = 7 Agree = 15	SA A D SD 1	SA A D SD 6 8	SA A D SD 1 6
4. I talk more than I listen. Strongly Agree = 2 Agree = 5 Disagree = 13 Strongly Disagree = 1	SA A D SD 1	SA A D SD 1 5 7	SA A D SD 1 5 1
5. I have a hard time being honest with students and adults. Agree = 2 Disagree = 11 Strongly Disagree = 9	SA A D SD 1	SA A D SD 1 8 5	SA A D SD 1 3 3

Year In Program Total Peer Counselor/Helpers (22)	Third 1	Second 14	First 7
6. Friends and students listen to and trust my advice.	SA A D SD 1	SA A D SD 3 11	SA A D SD 2 4 1
7. I do NOT feel I have the skills to help others.	SA A D SD 1	SA A D SD 1 8 5	SA A D SD 1 3 3
8. When someone is angry, sad, or unkind, I want to change the subject.	SA A D SD 1	SA A D SD 2 2 7 3	SA A D SD 2 3 2
9. I can give helpful information to students with school problems.	SA A D SD 1	SA A D SD 2 11 1	SA A D SD 7
10. I have a hard time trusting adults.	SA A D SD 1	SA A D SD 1 2 7 4	SA A D SD 4 3

6. Friends and students listen to and trust my advice.

Strongly Agree	= 5
Agree	= 16
Disagree	= 1

7. I do NOT feel I have the skills to help others.

Agree	= 2
Disagree	= 12
Strongly Disagree	= 8

8. When someone is angry, sad, or unkind, I want to change the subject.

Strongly Agree	= 4
Agree	= 2
Disagree	= 11
Strongly Disagree	= 5

9. I can give helpful information to students with school problems.

Strongly Agree	= 2
Agree	= 19
Disagree	= 1

10. I have a hard time trusting adults.

Strongly Agree	= 1
Agree	= 6
Disagree	= 11
Strongly Disagree	= 4

Year In Program Total Peer Counselor/Helpers (22)	Third 1				Second 14				First 7			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
11. I can give helpful information to students with family problems.		1			2	11	1		2	3	2	
Strongly Agree = 4 Agree = 15 Disagree = 3												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
12. When people ask me for advice, I tell them what to do.			1		1	4	7	2		3	4	
Strongly Agree = 1 Agree = 7 Disagree = 12 Strongly Disagree = 2												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
13. I know what to do if a friend talks about suicide.		1			5	8	1		2	4	1	
Strongly Agree = 7 Agree = 13 Disagree = 2												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
14. I know I can be a good peer helper to all kinds of people.		1			4	9	1		3	3	1	
Strongly Agree = 7 Agree = 13 Disagree = 2												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
15. I am NOT able to help friends with decisions.			1				9	5			3	4
Disagree = 13 Strongly Disagree = 9												

Year In Program Total Peer Counselor/Helpers (22)	Third 1				Second 14				First 7			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. When a friend has a problem, I know who can help handle it.		1			8	6			2	4		
Strongly Agree = 10 Agree = 11												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
17. I can give help with drug, alcohol, and tobacco information.		1			5	8	1		2	3	2	
Strongly Agree = 7 Agree = 12 Disagree = 3												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
18. I get tense when I hear problems of other students because I know I will NOT be able to help.			1				12	2			4	3
Disagree = 17 Strongly Disagree = 5												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
19. It is difficult for me to discuss certain topics with students.		1			2	7	3	2		3	4	
Strongly Agree = 2 Agree = 11 Disagree = 7 Strongly Disagree = 2												
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
20. I listen to a student's problem before I give advice.		1			8	6			2	5		
Strongly Agree = 10 Agree = 12												

Year In Program Total Peer Counselor/Helpers (22)	Third 1	Second 14	First 7
21. When I make a decision, I worry if I made the right choice.	SA A D SD 1	SA A D SD 2 9 2 1	SA A D SD 7
22. I know three people or places that can help a friend with a problem.	SA A D SD 1	SA A D SD 9 5	SA A D SD 6 1
23. I share my experiences and ideas in helping other make decisions.	SA A D SD 1	SA A D SD 4 9 1	SA A D SD 1 6
24. Friends and students trust me to keep secrets.	SA A D SD 1	SA A D SD 5 7 1	SA A D SD 1 6
25. I can usually find a quiet time and place to talk with a student.	SA A D SD 1	SA A D SD 1 11 2	SA A D SD 4 3

21. When I make a decision, I worry if I made the right choice.

- Strongly Agree = 2
- Agree = 17
- Disagree = 2
- Strongly Disagree = 1

22. I know three people or places that can help a friend with a problem.

- Strongly Agree = 15
- Agree = 7

23. I share my experiences and ideas in helping other make decisions.

- Strongly Agree = 5
- Agree = 16
- Disagree = 1

24. Friends and students trust me to keep secrets.

- Strongly Agree = 6
- Agree = 14
- Disagree = 1

25. I can usually find a quiet time and place to talk with a student.

- Strongly Agree = 1
- Agree = 16
- Disagree = 5

PEER COUNSELOR/HELPER SURVEY RESULTS - PROGRAM ASSESSMENT: 72

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7

What affect has the Peer Counseling/Helping Program had upon:

	Third				Second				First			
	VP	SP	SN	VN	VP	SP	SN	VN	VP	SP	SN	VN
1. Your behavior.	1				10	4			3	4		
Very Positive = 14												
Somewhat Positive = 8												
Somewhat Negative = 0												
Very Negative = 0												
2. The behavior of others (towards you).		1			1	12	1		1	5	1	
Very Positive = 2												
Somewhat Positive = 18												
Somewhat Negative = 2												
Very Negative = 0												
3. Your general attitude.	1				9	5			4	3		
Very Positive = 14												
Somewhat Positive = 8												
Somewhat Negative = 0												
Very Negative = 0												
4. Your ability to communicate and express your feelings in a positive way with others.	1				11	3			4	3		
Very Positive = 16												
Somewhat Positive = 6												
Somewhat Negative = 0												
Very Negative = 0												
5. Your feelings of self worth.	1				10	3	1		2	5		
Very Positive = 13												
Somewhat Positive = 8												
Somewhat Negative = 1												
Very Negative = 0												

Year In Program Total Peer Counselor/Helpers (22)	Third 1	Second 14	First 7
6. Your ability to cope in stressful situations. Very Positive = 10 Somewhat Positive = 9 Somewhat Negative = 3 Very Negative = 0	VP SP SN VN 1	VP SP SN VN 8 4 2	VP SP SN VN 1 5 1
7. Your physical health. Very Positive = 3 Somewhat Positive = 14 Somewhat Negative = 4 Very Negative = 1	VP SP SN VN 1	VP SP SN VN 3 8 2 1	VP SP SN VN 5 2
8. Your mental health. Very Positive = 10 Somewhat Positive = 10 Somewhat Negative = 2 Very Negative = 0	VP SP SN VN 1	VP SP SN VN 8 5 1	VP SP SN VN 2 4 1
9. Your relationship with members of your family. Very Positive = 4 Somewhat Positive = 17 Somewhat Negative = 1 Very Negative = 0	VP SP SN VN 1	VP SP SN VN 1 12 1	VP SP SN VN 2 5
10. Your relationship with other students. Very Positive = 16 Somewhat Positive = 5 Somewhat Negative = 1 Very Negative = 0	VP SP SN VN 1	VP SP SN VN 10 4	VP SP SN VN 5 1 1

PEER COUNSELOR/HELPER SURVEY RESULTS - PROGRAM ASSESSMENT: 74

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7

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11. Your ability to help friends and others who need assistance.

	VP	SP	SN	VN	VP	SP	SN	VN	VP	SP	SN	VN
	1				8	6			2	5		

Very Positive = 11
Somewhat Positive = 11
Somewhat Negative = 0
Very Negative = 0

12. Your ability to find new, positive ways to deal with your problems.

	VP	SP	SN	VN	VP	SP	SN	VN	VP	SP	SN	VN
	1				9	5			4	3		

Very Positive = 14
Somewhat Positive = 8
Somewhat Negative = 0
Very Negative = 0

What is your evaluation of:

---

13. The level of confidentiality of your fellow peer counselor/ helpers?

	E	G	F	P	E	G	F	P	E	G	F	P
		1			1	6	6	1		4	3	

Excellent = 1
Good = 11
Fair = 9
Poor = 1

14. The level of skill of your fellow peer counselor/helpers?

	E	G	F	P	E	G	F	P	E	G	F	P
		1			7	5	2		1	5	1	

Excellent = 8
Good = 11
Fair = 3
Poor = 0

Year In Program	Third				Second				First			
Total Peer Counselor/Helpers (22)	1				14				7			
	E	G	F	P	E	G	F	P	E	G	F	P
15. The level of concern for others of your fellow peer counselor/helpers?		1			5	8	1		4	3		
Excellent = 9 Good = 12 Fair = 1 Poor = 0												
16. The level of commitment of your fellow peer counselor/helpers?		1			1	8	5		1	3	3	
Excellent = 2 Good = 12 Fair = 8 Poor = 0												
17. The diversity of backgrounds of your fellow peer counselor/ helpers?		1			4	3	6	1	4	1	1	1
Excellent = 8 Good = 5 Fair = 7 Poor = 2												
18. The selection process for new members.	1				5	5	1	3		5	2	
Excellent = 6 Good = 10 Fair = 3 Poor = 3												
19. How the group deals with conflict within the group.		1			1	10	3			3	3	1
Excellent = 1 Good = 14 Fair = 6 Poor = 1												

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7

20. How the group disciplines a group member who violates the group's code of ethics. (i.e. confidentiality, lack of attendance, etc.)

	E	G	F	P	E	G	F	P	E	G	F	P
				1		5	5	4		2	2	2

Excellent = 0
Good = 7
Fair = 7
Poor = 7

21. All the trainers and instructors for your peer counseling/helping group.

	E	G	F	P	E	G	F	P	E	G	F	P
	1				11	3			6	1		

Excellent = 18
Good = 4
Fair = 0
Poor = 0

22. The overall skills training you have received.

	E	G	F	P	E	G	F	P	E	G	F	P
	1				6	8			2	2	2	1

Excellent = 9
Good = 10
Fair = 2
Poor = 1

23. How many of your peers have you counseled/helped with information you have learned from the trainings?

Third Year					Second Year					First Year				
0	1-5	6-10	11-15	16+	0	1-5	6-10	11-15	16+	0	1-5	6-10	11-15	16+
1					1	5	6	2			5	2		

Total 0 Counseled/Helped = 1
Total 1-5 Counseled/Helped = 11
Total 6-10 Counseled/Helped = 8
Total 11-15 Counseled/Helped = 2
Total 16+ Counseled/Helped = 0

IN WHAT SITUATIONS HAVE YOU COUNSELED/HELPED YOUR PEERS?

Third Year Counselors
With small problems at school or they call me at home or when we are together sometimes we just talk about our problems.

Second Year Counselors
Just regular - everyday problems - parents, boyfriends, friends - nothing major like suicide.

Took books to a kid in high school who was in jail for rape.

Stress!!! Family and friend problems.

A lot of the time which I help it is to my good-best friends. I feel that my advice is helpful. Although I have no real rescue stories, everyday seems like a success when it comes to helping. I'm now tutoring in English.

A suicide attempt, family problems, boy and girl friend problems, pickup self esteem to take risks, to be outgoing.

Alcohol, sex, family and school problems, self-identity.

Stress, family situations.

Suicide, personal problems (boyfriend girlfriend relationships), family problems.

Family problems, friend problems.

Drug and alcoholism problems, and teen pregnancy.

Suicide, rape, child abuse, AIDS.

AIDS, sex.

Suicide, grades, stress, alcohol, dealing with friend and family problems.

Your basic school based problems (boys, school work, jobs). I have not been faced with a major problem.

First Year Counselors
In extremely stressful times, child abuse, drinking.

Stress, decision-making.

In situations dealing with suicide, stress, parents, school and sexuality, and also drugs.

I told a friend who to go to talk to when her best friend had a drinking problem.

Problems with dealing with friends who drink and host parties, school work, parent problems.

Usually on normal everyday problems like boyfriends/girlfriends, school.

In drinking and driving.

WHAT DO YOU FEEL IS YOUR GREATEST STRENGTH IN COUNSELING/HELPING YOUR PEERS?

Third Year Counselors
I am sensitive, they know that I will not laugh or be disgusted or think any less of them because of their problem.

Second Year Counselors
I have good listening skills. I don't interrupt - I will always make time to listen to anyone.

Talking about others problems.

Before I was in this group, I found myself talking more than I listened.

I can almost always understand their problems. I moved to Guymon when I was a Freshman and I feel that has given me quite a lot of insight.

Sexuality

Listening to and understanding others.

Positive attitude.

Listening skills, seeing the problem from every point of view.

Listening and helping with advice in pros and cons.

Alcoholism

Listening to others.

My ability to listen to problems and give my opinion about the situation and have no guilt about what I have to say.

I listen confidentially and trying my hardest to give facts effectively. I care!

Trying to listen to people with problems and helping them solve their problems.

First Year Counselors
I try to be open and really talk about anything.

People feel they can trust me.

My greatest strength is being able to relate to the problems and having a great sense of understanding.

I can listen and put myself in the person's position in order to help.

Listening, helping them answer their own questions.

I listen to what they have to say and sometimes they solve their own problems.

Counseling about drugs.

WHAT DO YOU FEEL YOUR GREATEST WEAKNESS IN COUNSELING/HELPING YOUR PEERS?

Third Year Counselors
I don't have enough time for them. I am so busy that I'm sure I seem distant to them, they probably feel that their problems are not important enough for me to take time for them.

Second Year Counselors
Sometimes I know what I want to say but I can't always say it.

Giving a good solution if I have not experienced that myself.

A lot of times I find myself wanting to tell them what to do instead of just counsel.

Some subjects are sometimes hard for me to talk about.

Dealing with alcoholics (friends and family)

My availability - I'm real busy.

Referral ability.

Knowing what advice to give, whether it will serve the purpose.

What kind of advice to give them.

The trust, many students don't trust me because they do not know my responsibility as a peer counselor.

I get too emotional and involved.

Gossip, because it is something I do as well as everyone.

First Year Counselors
Sometimes I question if I convince them or change their opinion.

Lack of information and inexperience in some situations.

Not being able to have enough time to talk to these people.

Since it is my first year I do not have much information to help.

Being patient.

Not enough training.

Counseling in school work.

WITH WHAT ISSUES DO YOU FEEL YOU NEED ADDITIONAL TRAINING AS A PEER COUNSELOR/HELPER?

Third Year Counselors
Eating disorders, suicide, alcoholism (the disease).

Second Year Counselors
AIDS, alcoholism (not facts about drugs and alcohol, but alcoholism as a disease).

Alcoholism and drugs.

Suicide - I don't understand it.

Alcoholism - deep drugs - eating disorders.

Everything helps. You can never stop learning.

Family problems, AIDS, emotions.

Suicide (missed previous meeting), AIDS, STD's.

Family problems.

Suicide

PARENTS!!

Coping with stress, suicide, eating disorders, sexuality.

AIDS, suicide, alcoholism.

First Year Counselors
Coping skills with friends and alcoholics.

Abortion, teen pregnancy.

In the issues of suicide, eating disorders and stress management.

SUICIDE!!! Alcoholism, self-worth, handling stress.

Contraception, stress, friend problems (gossip, rumors)

Just about everything.

In how to prepare or approach situations.

WHAT DO YOU FEEL ARE THE PEER COUNSELING/HELPING PROGRAM'S GREATEST STRENGTHS?

Third Year Counselors
There are quite a few of us so we can help more people in the school, we are pretty motivated, we all really want to help people. we care.

Second year Counselors
We have all become friends. We are all willing to help whenever needed.

Unity

I feel that the people we have helped, we have made a positive effect. I also have grown a lot in myself.

That we can analyze each other.

The closeness we have if one fails we all help them get up.

Our ability to want to feel what others are feeling. We have covered a lot of different issues; therefore, we know what to do in various situations.

Understanding and working as a group.

We have been taught the counseling skills and can use them.

Reaching out to others.

We all have great opinions even though we don't share them all the time.

Personal help and information, fun.

Friendships, pregnancy.

First Year Counselors
The group has gotten to be pretty good friends with each other and I think the participants tell the truth.

Ability to reach a variety of people.

Our greatest strengths are being able to discuss freely anything, have a variety of issues that we are trained on.

We seem to be able to look at the issues around us with maturity.

Allowing us to help each other, talk about things openly.

They are available and willing to help.

Sticking with what we believe.

WHAT DO YOU FEEL ARE THE PEER COUNSELING/HELPING PROGRAM'S GREATEST WEAKNESSES?

Third Year Counselors
People is school have the wrong impression about some members of the group, not every person is totally motivated and committed.

Second Year Counselors
Attendance at meetings.

Making decisions.

The fear of confidentiality being broken.

Sometimes our analyzing gets to hard.

Mistrust, confidence with secrets.

Our confidentiality and trust within the group.

Confidentiality, attendance.

Bonding and coming together. It takes us forever. Not many people know about us.

Lack of trust.

Confidentiality and trust.

Confidentiality, lack of commitment within the group.

AIDS, Suicide, Alcoholism.

First Year Counselors
I do not feel that the school and our peers understand PHD's and I doubt very many of them would count on us.

Confidentiality, wandering off the subject.

The weaknesses of being able to trust one another fully and the fact that people say one thing but do another.

From what I've seen it is lack of confidentiality and not everyone opens up during the meetings.

Jumping from one subject to the next, not staying on track, coming to meetings late.

Confidentiality. Not being able to talk things out in a calm productive way.

Gossiping.

WHAT RECOMMENDATIONS WOULD YOU MAKE FOR IMPROVING THE COUNSELING/HELPING PROGRAM?

Third Year Counselors
The members need to be more committed, somehow we need to let everyone know who we are, what we do, and how we can help.

Second Year Counselors
More activities involving the community, more recognition by the community and the school.

Having smaller groups like three or four groups of eight or less.

Punishment for breaking the confidentiality.

Making stricter regulations, a background info report.

Need more attendance, more participation, and more involvement with everyone in and around Guymon.

Regulations, but still make the meetings enjoyable.

Talk about trust.

Stress that attendance and confidentiality are important.

The process of choosing new members.

First Year Counselors
Some improvement of PHD/student awareness so they will talk to us and know our confidentiality.

A more intense screening of future counselors.

For everyone to try to make more of a commitment to peer counseling.

I would recommend that we start working on more issues.

Continue covering issues and trainings and lose all the business meeting atmosphere.

More publicity.

Have more activities that bring us closer like a family.

PLEASE GIVE US ANY ADDITIONAL COMMENTS OR SUGGESTIONS CONCERNING POSSIBLE GROWTH AND DEVELOPMENT OF YOUR PEER COUNSELING/HELPING PROGRAM.

Third Year Counselors
We all need to work as individual members to let people know that we can be trusted in all situations.

Second Year Counselors
More time being spent on the group. Better trust within the group. Harsher rules on breaking confidentiality. Organization.

I think we have a wonderful group this year and I hope that we can work on more "bonding experiences!!"

PHD's are an excellent organization and I feel it is worthy and very notable. There are problems, but if we work together these conflicts can be resolved.

I think we are an awesome and elite group. We need to get the PHD name out to the student body and show them what a good positives group we are.

I feel the progress of choosing new members is bogus. It is not fair to people who would make great peer counselors not to get into the group because someone does not like them. They can learn to like them.

First Year Counselors
I really love being a member of this organization and have deepened many of my relationships with friends and helped build new ones.

Smaller group.

Since I've been in the group I've learned to be more open minded and I've learned about the diversity of people. This is a real positive group and I'm glad to be a part, it's really helped me with my problems.

Teaching us how to deal with more issues. Limit meeting times, cut out individual conversations.

PEER COUNSELOR/HELPER SURVEY RESULTS - INSTRUCTOR ASSESSMENT: 85

Year In Program	**Third**	**Second**	**First**
Total Peer Counselor/Helpers (22)	1	14	7
Total Responses for Kristy (22)			

I find Kristy Patterson:

	Third				Second				First			
	SA	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**
1. Effectively communicates training materials.	1				12	2			7			
2. Models positive counseling/ helping behaviors.	1				11	3			5	2		
3. Exhibits a strong commitment to the peer counseling/helping program.	1				10	4			6	1		
4. Exhibits a genuine concern for the needs of the student participants.	1				11	3			6	1		

Strongly Agree = 20
Agree = 2

Strongly Agree = 17
Agree = 5

Strongly Agree = 17
Agree = 5

Strongly Agree = 18
Agree = 4

Comments: Great Personality

PEER COUNSELOR/HELPER SURVEY RESULTS - INSTRUCTOR ASSESSMENT: 86

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7
Total Responses for Paula (22)			

I find Paula Jones:

	Third				Second				First			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Effectively communicates training materials.	1				7	7			5	2		
2. Models positive counseling/ helping behaviors.	1				8	6			6		1	
3. Exhibits a strong commitment to the peer counseling/helping program.	1				7	7			7			
4. Exhibits a genuine concern for the needs of the student participants.	1				5	6	3		5	2		

1. Strongly Agree = 13, Agree = 9

2. Strongly Agree = 15, Agree = 6, Disagree = 1

3. Strongly Agree = 15, Agree = 7

4. Strongly Agree = 11, Agree = 8, Disagree = 3

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7
Total Responses for Jill (22)			

I find Jill Olsen:

	Third				Second				First			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Effectively communicates training materials.	1				10	4			7			
Strongly Agree = 18												
Agree = 4												
2. Models positive counseling/ helping behaviors.	1				8	5	1		7			
Strongly Agree = 16												
Agree = 5												
Disagree = 1												
3. Exhibits a strong commitment to the peer counseling/helping program.	1				9	5			7			
Strongly Agree = 17												
Agree = 5												
4. Exhibits a genuine concern for the needs of the student participants.	1				9	5			7			
Strongly Agree = 17												
Agree = 5												

PEER COUNSELOR/HELPER SURVEY RESULTS - INSTRUCTOR ASSESSMENT: 88

Year In Program	**Third**	**Second**	**First**
Total Peer Counselor/Helpers (22)	1	14	7
Total Responses for Louis (20)			

I find Louis Johnson:

	SA	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**
1. Effectively communicates training materials.	1				9	3	1	1	3	2		

Strongly Agree = 13
Agree = 5
Disagree = 1
Strongly Disagree = 1

	SA	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**
2. Models positive counseling/ helping behaviors.	1				7	5	2		4	1		

Strongly Agree = 12
Agree = 6
Disagree = 2

	SA	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**
3. Exhibits a strong commitment to the peer counseling/helping program.		1			3	6	2	3	2	2	1	

Strongly Agree = 5
Agree = 9
Disagree = 3
Strongly Disagree = 3

	SA	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**
4. Exhibits a genuine concern for the needs of the student participants.		1			8	4	2		4		1	

Strongly Agree = 12
Agree = 5
Disagree = 3

Comments: Excellent, Funny, Great Guy
I've only been at two meetings with him.
I haven't really worked with him.

NOTE: The 2 peer counselors who did not respond offered the last two comments above.

Year In Program	Third	Second	First
Total Peer Counselor/Helpers (22)	1	14	7
Total Responses for Cheryl (21)			

I find Cheryl Boyd:

	Third				Second				First			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Effectively communicates training materials.		1			5	7	1		3	3	1	
2. Models positive counseling/ helping behaviors.	1				6	6	1		5	2		
3. Exhibits a strong commitment to the peer counseling/helping program.	1				7	6			6	1		
4. Exhibits a genuine concern for the needs of the student participants.	1				7	5	1		4	3		

1. Effectively communicates training materials.

Strongly Agree	= 8
Agree	= 11
Disagree	= 2

2. Models positive counseling/ helping behaviors.

Strongly Agree	= 12
Agree	= 8
Disagree	= 1

3. Exhibits a strong commitment to the peer counseling/helping program.

Strongly Agree	= 14
Agree	= 7

4. Exhibits a genuine concern for the needs of the student participants.

Strongly Agree	= 12
Agree	= 8
Disagree	= 1

Comments: Have not worked with her

NOTE: The one peer counselor that did not respond offered the comment above.

APPENDIX H

Total Respondents 5

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1. What is your opinion of the effectiveness of the peer counseling/helping program?

VERY EFFECTIVE	= 0
EFFECTIVE	= 4
SOMEWHAT EFFECTIVE	= 1
NOT EFFECTIVE	= 0

2. Do You think the student participants in the peer counseling/helping program are:

VERY EFFECTIVE	= 0
EFFECTIVE	= 3
SOMEWHAT EFFECTIVE	= 2
NOT EFFECTIVE	= 0

3. What is your opinion of the effectiveness of the agency representatives co-sponsoring the community peer counseling/helping program?

The Area Prevention Resource Center

	Excellent	Good	Fair	Poor
Program Organization & Planning	5			
Lesson Presentation	5			
Rapport with Students	5			
Commitment to Program	5			
Availability for Support/Supervision	4	1		

The Texas County Guidance Center

	Excellent	Good	Fair	Poor
Program Organization & Planning	1		2	1
Lesson Presentation	1		2	1
Rapport with Students	1	4		
Commitment to Program	1	1	1	2
Availability for Support/Supervision	2	2		1

The Western Plains Shelter

	Excellent	Good	Fair	Poor
Program Organization & Planning	4		1	
Lesson Presentation	3	2		
Rapport with Students	4	1		
Commitment to Program	5			
Availability for Support/Supervision	5			

4. What is your opinion of the following peer counseling training program components?

	Excellent	Good	Fair	Poor
Training Materials/Content	3	2		
Membership Selection Process	2	3		
Funding Needs		2	2	
Group Size	1	3		1
Meeting Location/Time	2	3		
Coordination Between Agencies	2	2	1	
Referral System	4		1	

5. How many of the peer counselor/help trainees have you counseled/helped on an individual basis outside training meetings?

0	1-5	6-10	11-15	16+
	3	1		1

6. In what situations/issues have you counseled/helped the trainees?

Friends threatened suicide, concern about chemical dependency in extended family, concerns about friends.

Peer pressure, family, medical problems.

Questions about friends that have conflicts.

Physical abuse, dug abuse, tutoring, teen pregnancy, drug and alcohol information.

Personal problems (family, drinking, school, depression) discuss problems within group, need during interventions, planning for events.

7. What do you feel is your greatest strength in dealing with the trainees?

I'm open minded, I understand their under alot of pressure and I care about them. I have alot of information on topics we explore.

A good rapport with them. I feel I'm developing a "trust" relationship with them.

Establishing rapport and aware of the psychodynamics of human interaction.

I'm closer in age and am sometimes dealing with the same issues.

Strong sense of program development start to finish, enjoy the students, have lost of resources to bring a genuine love of this idea.

8. What do you feel is your greatest weakness in dealing with the trainees?

Maybe that I don't have or haven't spent more time with Kristi and Paula preparing for the group meetings, activities. I am not as creative or as able to entertain during presentations.

Lack of knowledge of subject matter. Not knowing really what my position is in the group - what my responsibilities are.

Getting to the meetings. Too clinically oriented; not able to meet consistently with the other presenters.

If I don't feel a student is committed to the group I'm not committed to that student.

Not being able to see students more than once a week - sometimes I lose touch with their personal needs and have to constantly rebuild the bonding process for members.

9. With what issues do you feel YOU need additional training as a peer instructor/leader?

I am interested in any ongoing training - I can't think of a specific topic more important than any other.

More detailed information on referrals - i.e. phone numbers, specialties. Help in relating material in a relevant manner.

None specifically.

Updated facts - I feel competent in all areas. Staying current with facts is a challenge.

10. What do you feel are the peer counseling/helping program's greatest strengths?

They are a varied group and reach a wide variety of kids.

The way it relates relevant problems to the teens, giving them the details they need to help others and themselves.

The participants.

I think the trainings are informative and most of the students are really concerned about helping others.

The influence young people can have over others the same age and the powerful commitment of some of the student participants.

11. What do you feel are the peer counseling/helping program's greatest weaknesses?

That their behavior does not always demonstrate healthy attitudes and they are therefore viewed as hypocritical. I also feel that confidentiality is a major concern.

Lack of commitment on the students part - A real closeness and continuity can't be established with everyone coming in at different times and different nights.

Lack opportunities to use skills.

There are some members who aren't committed. They show disrespect to other members and leaders and disrupt learning and sharing.

The lack of confidentiality and trust and the failure of the students to discipline violators.

12. What recommendations would you make for improving the counseling/helping program?

Having a little smaller group, more emphasis on needing to attend weekly.

Perhaps a more stringent screening process - wherein the students commitment could be measured.

None at this time.

That the group wouldn't be an "elite", once your in you are in group.

Better coordination between agencies (especially the school) to apply the skills the students have learned - We need to <u>use</u> the program!

13. Please give us any additional comments or suggestions concerning possible growth and development of your peer counseling/helping program.

I wish the students in general took this group as seriously as the leaders.

This is a very exciting concept. It is a much needed group - the students should feel more free to share their information with peers - they should also have more opportunities in school to do

this. Students should feel confident to do this. The leaders are very informed and well trained and are able to relate the material to the students on a level they understand. Discussion is also encouraged so that the leaders can see where the lesson should go.

The program is evolving and as it grows there is also a certain amount of growing pain that is experienced. I am excited and look forward to seeing how it continues through the changes. I'm not sure if they will continue to need my role, consultant, but I still will strongly support this effort and group.

Train a new group every year. Keeping some key students from previous years to help train new students.

I am probably the most aware person in the group of just how much good these students are doing yet we are all wanting to find better ways of helping the students appreciate the power they have to make a significant difference.